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ABSTRACT

The teacher internship program presented in this report provides the teacher intern with a realistic, professional assignment which offers involvement in all phases of an educational program. This booklet describes the separate sections of the program: 1) personnel component, 2) experience of interning, 3) evaluation, 4) support services for interns, 5) fiscal model, and 6) special considerations. (CJ)

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OF

THE WISCONSIN IMPROVEMENT PROGRAM

in cooperation with:

THE UNIVERSITY OF WISCONSIN AT

EAU CLAIRE, GREEN BAY, LA CROSSE, MADISON,

PARKSIDE, PLATTEVILLE, RIVER FALLS, STEVENS POINT,

STOUT, SUPERIOR, AND WHITEWATER

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WISCONSIN STATE DEPARTMENT OF PUBLIC INSTRUCTION

AND

SCHOOL SYSTEMS OF WISCONSIN, MINNESOTA, ILLINOIS, AND IOWA

AUG 1 8 1980

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INTRODUCTION

The Teacher Internship Program under the auspices of the Wisconsin Improvement Program is one outgrowth of an intensified search for means of improving teacher education. The Wisconsin Improvement Program is a consortium of institutions, individuals, and ideas--a partnership of colleges, universities, school systems, and the State Department of Public Instruction, dedicated to examining, developing, and implementing improvements in teacher education. The teacher internship in Wisconsin was initiated in September, 1960, at the University of Wisconsin--Madison as part of the investigations into better methods of classroom instruction and teacher preparation. Further experimentation with the teacher internship as one pattern of clinical experience offered to students seeking teacher certification was subsequently authorized by other universities and colleges throughout Wisconsin.

The program developed in scope from 38 interns working in 5 school systems in 1960 to almost 1,000 in 105 school systems. The program includes cooperative arrangements with the University of Wisconsin at Eau Clarie, Green Bay, La Crosse, Madison, Parkside, Platteville, River Falls, Stevens Point, Stout, Superior, and Whitewater. Private colleges involved in this program are Beloit, Cardinal Stritch, Edgewood, Lakeland, Milton, and Northland.

The teacher internship is dedicated to:

* providing the teacher intern with a realistic professional assignment which offers involvement in all phases of an educational program.

* providing an opportunity for the teacher intern to relate theory to practice and to test ideas and understandings unique to teaching and learning.

* providing the teacher intern with the preservice opportunity of being a member of a professional instructional team, with extensive opportunities in the observation, analysis, and evaluation of teaching and learning.

Of the institutions involved in the program, the universities provide academic and professional preparation. The cooperating schools provide the setting for an optimum teaching-learning environment for the intern. Supervision is a joint responsibility of personnel from the university and cooperating schools. The State Department of Public Instruction is the agency through which interns are licensed. It serves in an advisory capacity to the Teacher Internship Program by providing certification information. From this partnership, the concept of the teacher internship emerged.

Internship programs are instituted where school administrators, teachers, and Boards of Education recognize the vital role they can play in providing the best practical experiences possible for teachers-in-training. They flourish where administrators and teachers are willing to accept responsibility for making adjustments in their programs which are prerequisite to the planning and carrying out of internship programs.

The intern-in-team design is cooperatively developed by the individual school system and the college or university and is coordinated by the Wisconsin Improvement Program. The university makes the initial selection of the intern; the local school has the opportunity to interview and give approval of the intern for each specific design.

The intern-in-team design is a unique instructional framework providing a realistic teaching experience that will prepare the prospective teacher for the responsibilities of full-time teaching. The teacher internship is a salaried, licensed, full-semester teaching assignment in a school system. Within this instructional arrangement, one or more interns, professionally inexperienced but selected candidates for teacher certification, teach as part of a team under the day-to-day supervision of one or more experienced teachers. Interns participate in the planning and programming for classroom instruction, as well as other relevant responsibilities of teaching, as a respected member of a professional team. The intern-in-team concept--flexible in organization, task assignment, scheduling, planning, and talented in membership--provides rich opportunities for observation, analysis, and evaluation of instruction. The internship permits and commands creativity; it provides opportunity for the intern to develop his teaching talent, skill, and philosophy.

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CHAPTER I

PERSONNEL COMPONENTS OF THE TEACHER INTERNSHIP

The teacher internship is based on the fundamental principle that people learn by involvement. The design and organization of each internship is developed to provide the prospective teacher with many and varied opportunities to teach and to learn. It is a clinical experience which permits an analysis of teaching and learning in a realistic school setting with learners. The internship design creates an instructional team which develops and organizes learning experiences through a process known as team planning. The implementation of these plans may involve the process known as team teaching. The teacher internship in the instructional team concept is referred to as the intern-in-team design. The internship is normally a salaried, full-semester assignment in a local school system, developed mutually by partners in teacher education. The components of this partnership can be described and identified by the role that each member assumes in the teacher education program.

The Intern

The teacher intern comes to his internship assignment as a selected undergraduate, or as a graduate student in the process of earning a Master's Degree and/or teacher certification. The expectations placed on the teacher intern are high, both quantitatively and qualitatively. The teacher intern is assigned to instructional duties of planning, teaching, evaluating, observing, and conferring as a member of the instructional team. The intern normally carries no formal coursework during his internship, allowing him to engage in teaching with all the energy and thought which that involves. Because a maximum degree of flexibility in the program for individual interns is desirable and because team designs should vary, the fiscal definition of an intern's teaching load can be assumed to be approximately 40 to 50 percent of a teacher's load. Operationally, the intern has 0-100 percent teaching flexibility within the team, as determined by team members. Primarily, the intern assumes a partial teaching assignment but it includes related experiences in the total school community, such as participation in conferences, social activities, homerooms, faculty meetings, student activities, parent meetings, and special assignments. The teacher intern also participates in workshops and inservice training programs and follows the school calendar. If the intern is expected to function adequately as a teacher, he must be provided the opportunity to assume realistic responsibilities. The maximum involvement in teacher duties and responsibilities is encouraged so as to permit the intern to have a broad experience in all aspects of the school community.

In the commitment to the multiple demands of the internship, the teacher intern plays an indispensable part in determining not only the nature and extent of his own professional preparation, but also the general success or failure of the teacher intern assignment. The intern's dual obligation, as a learner learning to teach and as a teacher charged with extensive instructional responsibilities, places him in a unique role. The successful fulfillment of this role demands ability, dedication and effort, and requires understanding, cooperation, and constructive guidance from his partners in the intern-in-team design.

The success of the intern experience is contingent upon the relationship established between the intern and cooperating teacher. Under guidance of the cooperating teacher and other team members, the intern will obtain the direction that will help him gain confidence in himself and his ability to work with students.

The Cooperating Teacher

The cooperating teacher assumes leadership for the day-to-day guidance of the intern-in-team activities, and within this context initiative and responsibility are required. It is necessary that the cooperating teacher avoid excessive authoritarianism which limits the reasonable individual trial and error required for professional growth and, on the other hand, excessive freedom which provides neither constructive guidance nor a standard by which to evaluate progress of the instructional team.

The prime responsibility for the orientation of the teacher intern to the role he will assume during his internship is provided by the cooperating teacher who presents information on the structure and design of the team, the objectives of the course, and the subject matter to be covered, including text and audio-visual materials available. Other pertinent information includes the roles of team members and administrators in planning, supervision, and evaluation policies.

The cooperating teacher actively assists the teacher intern in the planning, execution, and evaluation of his role both as a teacher and intern. It is the responsibility of the cooperating administrator and teacher to insure that the intern will have maximum opportunities to develop insights and skills toward effective teaching. Formal supervision and evaluation of each teacher intern is a joint function of the cooperating teacher and the college or university supervisor. The cooperating teacher will act as the immediate supervisor for the work of the intern at the school district and will make the major evaluation of the clinical experience portion of the intern's work. The supervisor relies heavily on the judgments of the cooperating teacher in evaluating the intern's performance. This joint responsibility requires the cooperating teacher to assess and report progress of the intern as a prospective teacher.

Cooperating teachers are chosen for their skill and understanding in working with students and teachers. Their skill and knowledge have been developed by extensive experience and advanced professional preparation. It is with this background and professional commitment that the cooperating teacher enters into the partnership to guide the intern through his classroom experiences.

The cooperating teacher assumes many professional responsibilities which include:

* Introducing the intern to team members, other faculty, administrators, and resource personnel.

* Orienting the intern to the team operation.

* Introducing the intern to school procedures and facilities such as administrative tasks, cumulative records, libraries, and audio-visual materials.

* Communicating to the intern the mores and expectations of the community.

* Orienting the intern to proper student-teacher rapport.

* Acquainting the intern with professional ethics.

* Working with the intern to develop effective teaching plans.

* Aiding the intern in understanding effective principles of classroom management.

* Reviewing different methods and strategies for learner evaluation.

* Arranging for the intern to observe and analyze teaching techniques of others--including the cooperating teacher.

* Observing and analyzing the intern's teaching followed by conferring with him to discuss the observation.

* Helping the intern progress toward becoming a self-analytical and self-directed teacher.

* Cooperating with the university supervisor in making periodic evaluations of the intern which may be used in:

  a) conferring with the intern about strengths and weaknesses.

  b) arriving at a final evaluation for the intern's academic record.

  c) writing a final recommendation for the placement office.

It is necessary that the cooperating teacher allow the intern reasonable trial and error required for professional growth while continually providing constructive guidance by which to evaluate the progress of the instructional team.

The Principal

The interest and support of the school administrator is necessary for the successful functioning of the intern-in-team design. In such areas as curriculum development, instructional supervision, and allocation of school resources, the principal has the opportunity to render invaluable support to the team through leadership and guidance. The general atmosphere created by the principal, his success in counseling and supervising the team, his judgment in the use of school facilities, his ability to provide stimulation and direction to the team, and his skill in personnel management are determinate factors in the overall effectiveness of the team.

In addition to his vital relationship to the team itself, the principal assumes responsibility for the effective orientation of the intern to the local school system and community. The following are suggested as minimal points to be considered in the intern orientation: (1) the community, (2) the school system, (3) the school staff, (4) students taught by the team, (5) instructional methods and techniques, (6) physical factors in instruction, and (7) personnel services and administrative procedures. As a key person in the orientation of the intern to his duties and responsibilities, the principal encourages the members of the faculty to accept the intern as a professional member of the staff.

The Superintendent

The superintendent plays a significant role in the initiation and development of internship assignments by motivating the administrative and instructional staff to participate in the Teacher Internship Program by securing approval from the Board of Education to proceed in making cooperative arrangements with the Wisconsin Improvement Program, by reviewing the instructional assignments and programs with members of the administrative staff to determine the feasibility of accepting interns in specific areas and grades, by notifying the Wisconsin Improvement Program office of any changes in team design and personnel, and by acting as the final channel of communication between the local school system and the Wisconsin Improvement Program.

In larger school systems it is realized that contact between the superintendent and the intern will be minimal. The conferences, preservice orientation, and visits, however, do provide opportunities for the superintendent to reinforce the efforts of the principal and cooperating teachers in orienting the intern to the school system's educational philosophy, the general policies relating to professional personnel, and community mores and expectations.

College or University Supervisor

A college or university supervisor serves the partnership by assisting the personnel of the local school system in developing and evaluating intern-in-team designs. This mutual responsibility and effort on the part of the college or university supervisor, the cooperating teacher, and the principal supports the realization of a viable clinical experience for the intern. The faculty member from the cooperating college or university who is

assigned to supervise the intern in the team design makes periodic visits to the cooperating school each semester. Following these visits, consultations are held with the intern and cooperating teacher concerning the intern's progress in the planning, execution, and evaluation of instruction. Additionally, the supervisor is available to the team for consultation as needed. The intern's growth toward teaching excellence is the paramount objective which the supervisor has in mind when working with the intern and the team. The supervisor directs the intern to see the relationship between his academic work on campus and his clinical experience. Final evaluation of the intern is a cooperative effort between the university supervisor and the cooperating teacher.

The Resident Supervisor

School districts that participate in the Teacher Internship Program have demonstrated a commitment to include teacher education in their overall program. Such districts then become known as Teacher Education Centers.

Teacher education implies theory and practice in partnership, and the intern is the bridge between the gap of education student and professional teacher. To make the transition successful, cooperating teachers committed to teacher education are essential; but they are school system based. The university supervisor is the vital link between university classes in theory and the clinical experience. Experience has indicated weaknesses in the traditional model of university supervisors. The resident supervisor concept was developed in an effort to strengthen this aspect of teacher education.

The resident supervisor is a specialist in education appointed by the university's Department of Curriculum and Instruction and jointly sponsored by that Department, along with the local school system and the Wisconsin Improvement Program. The appointment entails responsibilities for preservice and inservice programs established in cooperation with the school system and the university or college. The objectives of having a resident supervisor include: the mutual involvement of college or university faculty and local school system personnel in teacher inservice efforts; the establishment of a multi-level involvement in a clinical experiences setting; the development of cooperating teacher expertise in supervision; and the provision for education students and teachers to have on-site seminars in clinical practices.

There are a number of advantages in having a supervisor who is a "resident." Availability is increased. A continuous link with the college or university is assured to the school system. The supervisor gains knowledge of school policies, procedures, and schedules, can come to know many of the children, and knows the resources available both in the school and at the university or college campus. Children as learners in the schools are the ultimate beneficiaries of the resident supervisor program.

The State Department of Public Instruction

The State Department of Public Instruction is the legal agency through which interns are issued licenses. The Department serves in an advisory capacity to the Teacher Internship Program by providing information on current certification requirements and by offering assistance to colleges, universities, and local school personnel in the development, implementation, and evaluation of instructional programs related to teacher education.

CHAPTER II

EXPERIENCE OF INTERNING

The university and college faculties in the Wisconsin Improvement Program, in cooperation with teachers and administrators, have identified and provided various types of clinical experiences for teacher interns. These interns are directed into many components of teaching to assist them in:

a) developing perceptual relationships between educational theory and the clinical setting.

b) implementing professional concepts and knowledge into the institutional setting.

c) developing professional competencies.

The major goal of the internship is to develop students into effective teachers. In working with interns, the cooperating teacher must recognize that, although the intern is well prepared to begin a field experience, he is not an experienced teacher. The increasing intern-in-team participation will depend on the rate at which the intern develops professional competencies.

Seven interrelated clinical components encompass most objectives of the internship experience. They are:

1. Orientation
2. Observation
3. Planning
4. Teaching
5. Intern-Pupil Interaction
6. Evaluation of Learning
7. Evaluation of Teaching

The following paragraphs describe each of these components and serve as guidelines for all those involved in the internship. While it is not suggested that all of these components are sequential and build a successively more sophisticated clinical experience, many of them do depend on the successful acquisition of earlier skills and information.

Orientation

An early orientation to various classroom administrative and housekeeping routines is helpful to the intern as well as beneficial for the administration and pupils. Interns need to become acquainted with their role in the school organization. They need to confer with the principal and members of the team to obtain information concerning the school, community, the general school organization and pupil population, the curricular and instructional patterns, and roles and responsibilities of the faculty and staff in the building. Effectiveness of interns hinges upon an adequate perception of their role in the school.

Interns can benefit from an early knowledge of home-school relationships and how teachers work with parents. This can eliminate potential public relations problems and can maximize the interns' effectiveness in communicating with parents and children.

Interns should be involved in inservice and department meetings. This acquaints the interns with major curricular objectives and plans for the year and provides a general orientation to the school program. Knowledge of extracurricular aspects of the school program should also be made available to the intern.

Observation

Though the internship is based on the fundamental principal that people learn by involvement, interns should have the opportunity for extensive observation. By observing classes of the cooperating teacher and other exemplary instructors, interns will become familiar with a variety of approaches and methods. In addition, interns will become familiar with individual pupil behavior, skills, and attitudes. As interns participate in team planning sessions, faculty meetings, parent-teacher conferences, and pupil-principal meetings, they learn as they contribute.

Planning

Early involvement of the intern-in-team planning is an immediate supervisory obligation of the cooperating teacher. Continuous active involvement in regular team planning is essential to the maintenance of an effective team situation and in acquiring professional planning skills. Interns should be actively involved in planning small and large group lessons and should incorporate available media as well as additional resources. Provision for clarifying objectives, motivation, and appropriate learning activities is crucial to accommodating individual learner differences and pupil-teacher evaluation.

Teaching

The internship design assumes that the intern will be assigned a teaching load less than the regular teaching load of a full-time teacher in the school. With supervision and guidance from the team leader or cooperating teacher, interns will be expected to assume the necessary teaching responsibilities related to this assignment. In addition, it is appropriate that the interns have experience at a variety of grade levels and/or subjects in their area of specialization. The intern should have experience teaching tutorials, small groups, and large groups. Discussing group dynamics with interns will help them understand the strengths and limitations of different instructional patterns. It is important for interns to be cognizant of appropriate teaching material and strategies for particular classes and age groups.

Intern-Pupil Interaction

Interns should work with a class or group at a level intensive enough to:

a) identify students' general and specific learning needs and work patterns.

b) plan appropriate learning experiences to meet individual needs.

c) instruct these learners.

d) provide them with instructional resources.

Interns will find that frequent contact with guidance counselors and other supportive professional personnel is useful--at times necessary--for learner analysis.

The classroom should not be the boundary for the intern. He should interact with students in non-instructional settings such as lunch areas, halls, and resource centers. The extent of any such assignment, however, should be carefully planned to maximize the professional development of the intern. Interns may volunteer to work with students in extracurricular activities.

Evaluation of Learning

Cooperating teachers and interns should discuss appropriate methods of evaluating oral and written work of students. Furthermore, the application of evaluation in the entire teaching-learning process, including grading policies and procedures, should be discussed by the cooperating teacher. Interns must be given assistance in developing and scoring classroom tests, especially those which are subjective in nature. It is important that interns understand the relationship of testing to course objectives, materials, and learning activities. Other forms of evaluation, such as pupil conferences, are alternatives which interns may find useful.

Interns should be knowledgeable about the availability of school specialists and community agencies for professional consultation in evaluating learners. They should also know when and how to utilize these resources. Confidentiality of information must be respected at all times. Ability to confer with parents and staff regarding student progress is an important developmental skill for interns.

Evaluation of Teaching

Cooperating teachers, local administrators, and university supervisors should encourage and assist interns to engage in continuous self-evaluation throughout the semester. Video and audio tapings are invaluable tools for self-assessment and can supplement use of the self-assessment instruments which are available upon request from the Wisconsin Improvement Program office. A more detailed explanation of self-assessment rationale and techniques is contained in the next chapter on evaluation.

Regular observations and critiquing by the cooperating teachers and other staff are essential to the maximum professional development of the intern. Periodic conferences with other teachers who are not members of the team may also be helpful. All members of the partnership should be helped to realize that mistakes and errors are expected and that the internship is designed to minimize these errors.

CHAPTER III

EVALUATION

A fortunate change has occurred regarding the term "evaluation." It is no longer only a question of "How well did I do?" but, in addition, now includes "What am I doing now?" and "How can I improve?"

The evaluation of an intern is continuous and comprehensive and when used skillfully, spurs growth and improvement. It should be based on the day-to-day growth of the individual's capability of becoming a competent beginning teacher.

The cooperating teacher should consider the following guidelines in evaluation:

1. Evaluation is a continuous day-to-day process.

2. The intern should learn to evaluate his own work.

3. Evaluation is a positive process and promotes constructive action, including plans for building on strengths and overcoming weaknesses.

4. A variety of instruments and techniques are used to gather the necessary data for evaluation.

5. Evaluation is the joint responsibility of the intern, cooperating teacher, and the university supervisor.

6. The worth and dignity of all people involved in evaluation must be respected.

7. The evaluation process should result in summarizing and synthesizing the observed behavior.

8. The evaluation should concern itself with the intern

   a. <u>as a person</u>: appearance, dress, speech, general cultural pattern, initiative and resourcefulness, emotional stability, vitality, effect on others, warmth and command of personality.

   b. <u>as a scholar</u>: in broad general fields, knowledge in his area of specialization, utilization of resources and ability to use investigative tools.

c. as a classroom teacher: concept of teaching, understanding of methods and procedures as applied in teaching, competency in short and long range planning, use of materials, understanding of child growth and development and the ability to use such understanding in the teaching situation, understanding and use of the principles of learning and motivation, skill in using methods of evaluation, an operational level of understanding and use of democratic principles.

d. as a guide and counselor: sympathetic understanding of young people; meeting expressed needs; collecting, analyzing, and organizing data regarding students; establishing good working relations with parents; gaining and respecting students' confidence.

e. as a manager: establishing and maintaining an optimum environment which is conducive to effective learning; planning, organizing, and directing extra- and co-curricular activities.

f. as a member of the profession: practices a sound code of ethical behavior; is interested in and values the social significance of the profession; assumes responsibility for his own professional growth through reading, observation, and other avenues for continued growth.

g. as a member of the community: concern with the community setting which affects young people, discovers and uses community resources, is aware of the problems and is willing to aid in their solution.

The underlying principle of effective evaluation is the establishment of rapport and respect between the cooperating teacher, university supervisor, and intern.

Periodically during the clinical assignment and at the conclusion of the internship, the cooperating teacher will be asked to complete an evaluation form. Though these forms from various colleges and universities differ to meet particular institutional needs, all provide opportunities to evaluate the progress and competence of the intern.

The Process of Supervision

Any attempt at a supervisory procedure, if it is to be functional, must by systematic. Numerous models concerning the process of supervision have been developed, and three are outlined below as examples for the evaluation of teacher interns.

A Clinical Approach

Accepting the premise that evaluation is best measured in terms of stated outcomes and that the supervisory act can be differentiated into phases, the following is one possible model for organizing supervisory procedures.

Phase 1 -- Pre-observational: Selecting instructional intents and role clarification of the observers.

Phase 2 -- Observation: Recording of the teaching act.

Phase 3 -- Analysis and Strategy: Interpreting the facts collected during the observation and planning ways to share these with the intern.

Phase 4 -- Post-observational: Focusing on results attained and developing new strategies.

In Phase 1 team members clarify what their future roles will be, and the objectives for the observation are set. In Phase 2 data are collected for evidence of agreed upon change in learners. In Phase 3 actual results are compared with previously stated desired results. Here the lesson is analyzed and a plan for conducting the post-observational conference is formed. In Phase 4 new teaching strategies are considered and new objectives are derived from the results of the observation.

This clinical approach is a general outline of one supervisory technique. A more specific model, developed from the intern-in-team concept, is the Competency Based Supervision Model.

A Competency Based Supervision Model

The Competency Based Supervision model described here has recently been developed in Wisconsin to improve the supervision of preservice teachers.* The model consists of four filmstrip-audio tape programs that have been found to be useful to train supervisors and improve the instruction of interns. The Wisconsin Improvement Program has sponsored numerous conferences and workshops for interns, cooperating teachers, administrators, and university supervisors designed to improve instruction through systematic supervisory practices. Teams desiring more information about the Competency Based Supervision model should contact the Wisconsin Improvement Program.

Figure 1 depicts the relationship of the three essential components of the model.

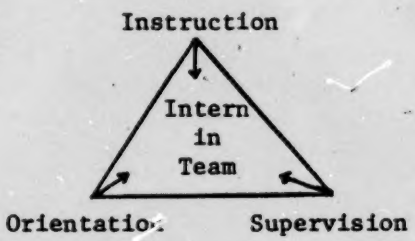

Figure 1. Intern-In-Team Supervision Model

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* Competency Based Supervision, Amidon Associates, 4329 Nicollet Avenue, Minneapolis, MN 55409.

The improvement of instruction within the intern team is enhanced through carefully planned orientation activities and systematically implemented supervision practices. Specifically, the model proposes that those who supervise within the team design should be able to demonstrate competence in the three essential components of orientation, instruction, and supervision. The analysis that follows describes the ten competencies deemed desirable by supervisors to improve intern instruction within the team.

First of all, it is believed that the intern will be a more effective team member if he is properly oriented. The orientation process is viewed as a systematically planned program to initiate development of the intern in the training setting. An attempt should be made to determine the intern's professional needs, interests, and abilities as they relate to the instructional tasks to be performed. Thus, orientation is viewed as consisting of (1) selecting content (deciding what the intern should be oriented to), and (2) designing orientation activities (arranging a gradual induction into responsible teaching).

Instruction is viewed in this model as consisting of planning, implementing, and evaluating. Thus, the competent supervisor is able to (3) plan for instruction, (4) implement the instructional plan, (5) evaluate learning and instruction. The intern should have ample opportunity within the team setting to observe and demonstrate competent planning, implementing, and evaluation skills. With respect to planning instruction, the intern-in-team must:

* formulate objectives
* pre-assess learners
* select objectives appropriate for learners
* design learning activities
* select content
* determine evaluation procedures

The planning skills described above provide the intern with a systematic approach to planning for instruction. The essentials of both long range and daily planning need to be determined early and clarified for the intern.

Planning skills are of little value unless they can be carried out effectively with learners. With respect to implementing the plan, the intern must be able to observe and demonstrate the ability to:

* teach toward objectives
* apply appropriate learning principles
* apply classroom management techniques

The intern must rely on team members for assistance with evaluating learning and instruction. Together, the intern and team members:

* review objectives

* gather data

* interpret results

* make decisions

The third component of the model delineates a set of operating procedures for team members to guide the intern toward improved learning and instruction. Team members should employ the following five steps with the intern teacher: (6) develop a supervision strategy, (7) observe the teaching/learning process, (8) analyze observation data, (9) conduct a conference, (10) critique the supervision process.

Team members, together with the intern, develop a strategy for supervision by:

* agreeing on the lesson teaching/learning objectives

* determining the criteria for acceptable performance

* clarifying the team members data gathering role

Team members observe the teaching/learning process by:

* recording objective data

The team members analyze observation data by:

* examining the data

* identifying behaviors needing change

* planning the conference

The team conducts the conference by:

* providing data based feedback

* identifying alternative behaviors

* developing new objectives

The team critiques the supervision process by:

* soliciting feedback about supervision

* developing alternative supervisory strategies

The supervision cycle provides for systematic focused feedback directed at teaching concerns identified by the intern. Maximum use can be made of team strengths through the conduct of frequent supervision cycles.

Ten supervisor competencies have been described briefly and organized into the three components of orientation, instruction, and supervision. Team members and interns are urged to experiment with the model and adapt it to the local intern design.

A Practical Model for Self-Assessment and Self-Management

In addition to regular observations and critiquing by the cooperating teachers and college supervisors, the intern should engage in continuous self-evaluation throughout the semester, possibly by using the following model. Self-assessment works best with people who are willing to monitor their teaching critically and plan for continuous professional growth.

What is self-management?

Initial self-assessment of one's own teaching competencies is the first step in a self-management system. Self-management involves the assuming of responsibility for one's own professional growth. An emphasis is on self-evaluation as part of a search for a wider variety of more effective teaching alternatives. Evaluation is continuous, not periodic. Self-management is an action pattern of supervision initiated by the intern himself rather than a reaction pattern to a supervisor by the intern. Self-management has an internal rather than an external origin. Self-management involves individually guided supervision.

Self-management is competency based supervision. Competencies, evidences for competencies, and goals are specified in advance by the intern, as determined by his specific instructional role. The intern evaluates himself by determining not only what he does, but also how he performs his role over a period of time.

Only after the intern assesses his own teaching competencies can he begin to manage his teaching activities. Establishing a competency baseline lets the intern know where immediate improvement is needed. The intern can determine his future teaching progress only after ascertaining his initial teaching competencies.

The idea of self-management infers that the intern has a great deal of responsibility for the goals he achieves. Self-management, however, does not mean limiting oneself to his own resources. It does mean the management of one's own skills and abilities, if desired, by using other people's expertise to improve one's own teaching competencies. If an intern can assess himself without fear of recrimination by superordinates, progress in changing behaviors to more positive outcomes should be effected.

Why is self-management needed?

Self-management has a great benefit for instructional outcomes. Self-assessment realizes the worth and dignity of every person by giving the intern the opportunity and responsibility to assess and monitor his own teaching

behavior. It is based on the premise that people will change if they see a need for change and have a role in effecting that change. If self-actualization--developing the full potentialities of the person--is truly a goal in education, an intern's self-assessment should be supportive in obtaining this goal.

How does one self-manage?

An essential concept in self-management is that a known baseline of one's competencies must be determined by assessing one's effectiveness in the instructional program. This entails interrelationships with the students, professional staff, and the public. It is important to keep these interrelationships in mind when an intern assumes responsibility for determining what he is doing and how well he is doing it. An intern must assess what he does and how he does it at the same time. The intern cannot assess his performance as well when looking at these components separately.

The purpose of the self-assessment, self-management instrument is to help the intern analyze and appraise his own teaching competencies. Assessing his strengths and weaknesses and plotting his own evaluation of himself on the self-assessment profile should provide impetus for self-improvement in the intern's teaching competencies. The main purpose of self-assessment is for the improvement of instruction.

The role of the intern in a program of self-management would be to (1) participate in identifying specific competencies and evidences of competencies for evaluating his specific role, (2) identify sources of data to provide evidence for his own rating of his role performance in terms of identified competencies, (3) participate in an appraisal of these data, and (4) provide evidence of response to these data in areas that were found to be less than satisfactory.

If a self-management program were followed, the intern would be involved as follows:

1. The intern would be responsible for determining appropriate competencies and assessing the frequency with which he achieves these competencies.

2. The intern would be responsible for the goals and learning outcomes which he wishes to achieve rather than solely being responsible for the means he uses.

3. The intern would have increased opportunities to participate in instructional decision-making, as well as increased responsibility to achieve identified competencies.

4. The intern's evaluation would be determined partially by his ability to monitor and respond to data over a period of time in addition to monitoring decisions at a particular time.

5. The intern would provide evidence of gathering and using data to discover a variety of alternatives to respond to his learning needs as well as those of individual students.

Even though the self-management instrument was developed for interns, the competencies could be valid for all teachers. Therefore, any teacher who wishes to analyze and appraise his own teaching competencies for the improvement of instruction could use this instrument.

Evaluation of the Internship as a Clinical Program

Just as the intern is evaluated at the end of the teaching semester, so is the internship as a clinical program evaluated. This assessment is done by both the intern and the cooperating teacher by completing a standardized questionnaire that is distributed through the Wisconsin Improvement Program. The questionnaire includes a satisfaction scale, comments on the perceived strengths and weaknesses of the program, and recommendations. Results of this clinical experience survey are used to improve the internal mechanism of the Teacher Internship Program.

CHAPTER IV

SUPPORTIVE COMPONENTS OF THE INTERNSHIP

Guidelines for Development of Internships

The following steps are generally taken in the development of internships:

1. A college, university, or local school system proposes that it investigate the possibility of cooperating in the Teacher Internship Program.

2. The superintendent motivates and focuses interest and commitment of his staff in determining the feasibility of an intern-in-team design.

3. The superintendent and staff cooperate with college or university staffs in the selection of cooperating team personnel and in determining the feasibility of an intern-in-team design.

4. The superintendent prepares and presents the proposal of becoming a formal partner in teacher education to the Board of Education. Approval by the Board of Education is formally requested.

5. The intern-in-team designs which have been approved are formally described in terms of administrative leadership, cooperating teacher responsibilities, subject area, grade levels, facilities, and the number of interns to be involved. This is the basis for implementation of the cooperative agreement.

6. The superintendent confirms the school system's intent to participate. The confirmation should be made at the earliest date possible, but no later than February 15, to facilitate the coordination of recruitment of interns and assignment of interns to local school systems. Additionally, the cooperating teacher and principal sign the intern-in-team request.

7. Teacher interns are assigned to approved teams by the Wisconsin Improvement Program on the advice of college and university personnel and with the concurrence of the administration of the local school system. Interviews on campus with assigned interns may be arranged if the superintendent desires.

8. The Wisconsin Improvement Program will strive to make commitments to local school systems concerning the staffing of intern-in-team designs by May 1 with deviation from this policy determined by recruitment progress. Although a commitment has been made to staff a particular design, the assignment of specific interns to specific schools may need to be delayed until June or early July. Once specific assignments are confirmed, payment of $150 per intern is made to the Wisconsin Improvement Program by the end of July.

Chronological Sequence for Development of Internships

January

Request forms are mailed to participating and cooperating school systems from the Wisconsin Improvement Program office.

February

Requests for interns for the ensuing year are formalized by the school systems and cooperating institutions and returned to the Wisconsin Improvement Program office by February 15.

March

Representatives from cooperating colleges and universities review the intern designs and assignments toward final confirmation.

April

Superintendents notify the Wisconsin Improvement Program of any team changes in organization, scheduling, or personnel before April 15.

May

School systems are notified as to which intern designs will be staffed by May 1. Orientation conferences in cooperating local schools are held in order to acquaint new interns with their assignment.

June-July

Notification of specific intern assignments to participating school systems is completed by June 30.

August-September

All assigned interns meet in local school systems for orientation conferences.

The procedures described for the development of teacher internships and the sequence of assignment of interns to the school system are stated in general terms. The college or university personnel who are involved in a continuing internship or new internship design are available for assistance at any step to the local school system. Intern-in-team designs are viable and variable and should serve the unique factors and needs of the college or university as well as the local school system. The Wisconsin Improvement Program office is ready to provide services and personnel to coordinate these efforts in the development of intern designs.

Variables in Intern Designs

The internship design creates an instructional team. This team develops and organizes learning experiences through a cooperative process known as team planning, where one intern, for example, may plan with two teachers. The implementation of these plans may involve the process known as team teaching, where two interns and two teachers, for example, may instruct seventy-five students in various instructional patterns. The teacher internship in the instructional team concept is referred to as the intern-in-team design. As a member of an intern-in-team design, the intern functions as an integral part of the school faculty. He is a colleague as well as a teacher novice.

The organizational pattern of intern-in-team designs varies among school systems. The variables include: number of regular staff members assigned to the intern-in-team design, number of interns involved in the intern-in-team design, number of pupils assigned to instruction by the intern-in-team design, subject fields (secondary and middle), grade levels (elementary), number and type of non-instructional personnel included in the team design, planning time, observation time, and a wide range of creative experiences as determined by the team. While intern-in-team designs have unique organizational features resulting from local needs and conditions, all have implicit in them certain features of team planning and team instruction.

The prime activities of the team focus on responsibilities such as preparing to meet demands of teaching; selecting and organizing learning experiences; participating in team planning; assuming teaching responsibilities; interacting with learners to assess their motivations, capabilities, and problems; developing sensitivity to teaching; appraising competencies for teaching; evaluating teaching by others as well as by oneself; being observed and evaluated by team members; and determining competence to enter the profession.

The success of the intern-in-team design is contingent upon the successful human interaction of its members. It is important that the roles, responsibilities, and expectations be identified within the team structure. The components of this professional interaction can be described and identified by the role that each member assumes in the team design.

The teacher intern comes to the internship assignment as a student in the process of earning teacher certification. The expectations placed on the intern are high, both quantitatively and qualitatively. The internship allows him to engage in teaching with maximum energy and thought.

Intern Work Load

The intern is expected to be involved in a realistic teaching experience. At the same time, however, he is expected to have time periodically to observe his cooperating teachers and other staff members, to be observed regularly by the cooperating teachers and to receive guidance from them, and to have time to plan teaching strategies with the team. The intern should participate in classroom, supervisory, extracurricular, and community activities to maximize the intern experience.

The school system generates the intern's salary by fiscally allocating the intern's teaching experience as 40-50 percent of a full-time teacher's class load. However, the intern has 0-100 percent teaching flexibility within the team as determined by the team members. The intern may teach 0 percent of the time when he is observing other teachers and may teach 100 percent of the time for a teaching unit, as determined by team decision. The intern should not be locked into a regular teacher's full-time teaching assignment, since there should be flexibility within the team for the intern to observe, to be observed, counseled, and to plan with the team. Flexibility should be maintained within the team for various instructional strategies. Flexibility is the key concept for programming experiences for the prospective teacher.

Possible Intern-In-Team Designs

Intern-in-team designs can be varied in many ways to meet the school's needs, as long as the intern has supervision from a cooperating teacher and works as a member of a team. One of the most common designs has one intern working with two cooperating teachers. A secondary school team, for example, might have this class schedule:

Cooperating Teacher	Team Planning	X	X	O	X	X	X
Intern		X	O	X	O	O	O
Cooperating Teacher		O	X	X	X	X	X

X = Assigned O = Flexible

This pattern allows for a common scheduled period for team planning, two periods for the intern's possible team teaching with two classes, and four periods for the intern teacher to observe or work with small groups or individuals from other assigned classes. Observation, assignments, experiences, and action are flexible pending team planning.

Another pattern which could be implemented in the elementary grades could look like this:

Teacher	26 Students	Team Planning	INSTRUCTION
Teacher	26 Students		
Intern	10 Students		
Intern	10 Students		

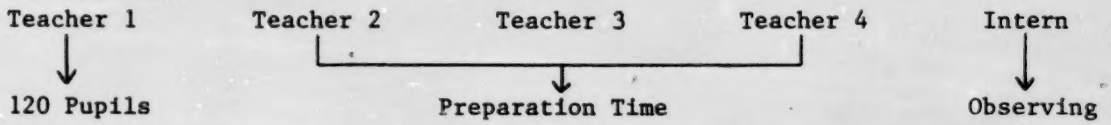
This pattern contains many possibilities. All or part of the 72 students could be team taught, the interns could observe while the two cooperating teachers taught, classes of various sizes could be taught individually, and small group work could be carried on by two members of the team while the other students were learning with the other two team members.

Other designs utilize two teachers and one intern, three teachers and one intern, two teachers and two interns, one teacher and three interns, or five teachers and one intern. There may be as many different intern-in-team designs as there are different staffing and instructional needs in a school.

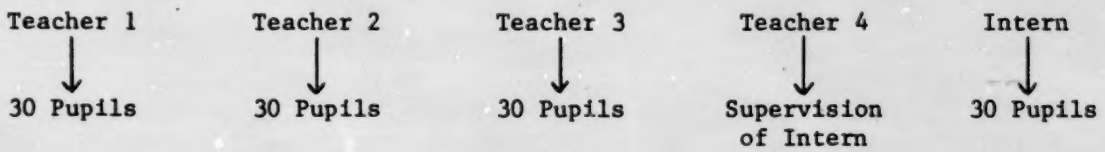
More specifically, the following diagrams suggest ways to meet the instructional and logistical needs of teaming. They illustrate the role of the intern on the team. The diagrams suggest a one-day, planning-teaching design at the sixth-grade level. Team variables will expand on or limit these possibilities.

MONDAY

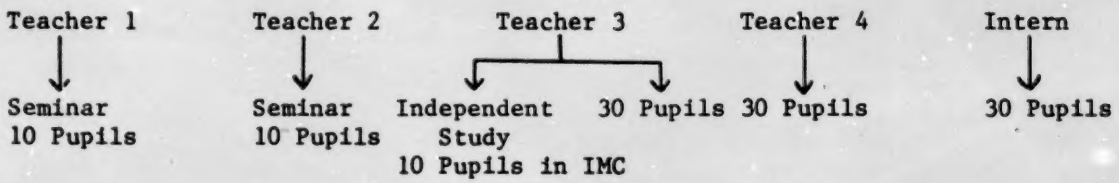
PERIOD 1--MULTI-GROUP PRESENTATION



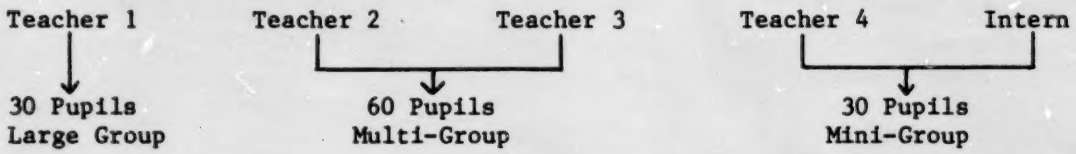
PERIOD 2--LARGE GROUP INSTRUCTION



PERIOD 3--OPEN PATTERN INSTRUCTION



PERIOD 4--OPEN PATTERN INSTUCTION



PERIOD 5--COMMON PLANNING BLOCK

Teacher 1 Teacher 2 Teacher 3 Teacher 4 Intern

No Pupil Load, Pupils in Related Arts Classes

An alternative plan accommodating two teachers and one intern might suggest the following design based on 62 pupils.

MONDAY

Teacher 1	Teacher 2	Intern
25 Pupils	25 Pupils	12 Pupils

TUESDAY A. M.

Teacher 1	Teacher 2	Intern
31 Pupils	31 Pupils	Observing

TUESDAY P. M.

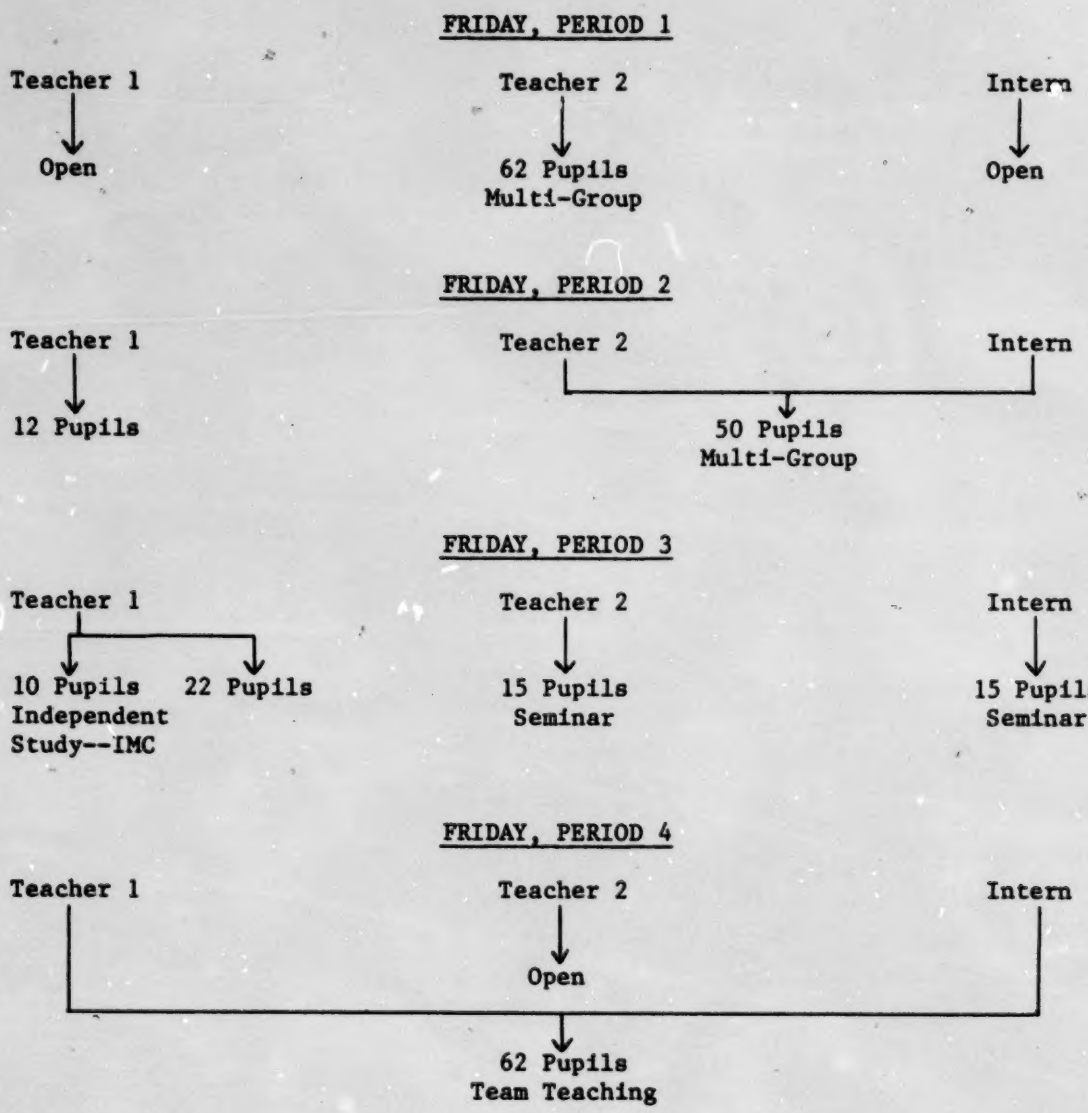
Teacher 1	Teacher 2	Intern
31 Pupils	Supervision of Intern	31 Pupils

WEDNESDAY

Teacher 1	Teacher 2	Intern
7 Pupils Seminar Groups	30 Pupils	25 Pupils

THURSDAY

Teacher 1	Teacher 2	Intern
30 Pupils	7 Pupils Seminar Groups	25 Pupils



The patterns illustrated can be varied each day to accommodate short-term instructional goals and space and time constraints.

Subject matter instruction at seventh- and eighth-grade levels where presentations are repeated throughout the day with different groups can use these strategies both vertically and horizontally. Monday might be used solely for multi-group presentations, followed by large group and small group instruction on Tuesday, Wednesday, and Thursday. Friday might be reserved for learner evaluation and analysis of the effectiveness of the week's instruction. At least one period a day for team planning would be desirable.

CHAPTER V

THE FISCAL MODEL OF THE INTERNSHIP

The cost of each internship assignment in a local school system for 1975-78 has been established, as recommended by superintendents in the Teacher Internship Program, the Advisory Council of Administrators, the Advisory Council of Teachers, and as approved by the Membership Assembly. The funds for the three-year period will be distributed as follows:

1975-76

$1,600 salary
150 for local inservice activities
150 for general inservice activities

$1,900 total for each intern assignment

1976-77

$1,700 salary
150 for local inservice activities
150 for general inservice activities

$2,000 total for each intern assignment

1977-78

$1,800 salary
150 for local inservice activities
150 for general inservice activities

$2,100 total for each intern assignment

Salary

Each intern receives a salary derived from local system funds and is paid on a regular salary basis along with the regular instructional staff during the semester in which he serves his internship. The salary will generally be spread over a four- to five-month period dependent on the length of the local system semester. It is suggested that interns be advised during the orientation period of the manner in which their salary will be apportioned, and the times at which they may expect to receive their salary checks.

As teacher interns are working within typical student budgets, it is helpful if they can receive their first salary payment soon after reporting to the school district. This is optional with the school system, however, and interns will be counseled by their college or university representative to have adequate personal funds available to account for at least their first month's expenses.

The intern's salary, as stated, will be standard throughout the Wisconsin Improvement Program for 1975-1978 except where negotiated agreements may take precedence.

The intern can perform duties for additional pay only after review by both the intern's college or university supervisor and the coordinator. School activities, such as coaching, may be permitted and additional pay authorized if the tasks in no way interfere with his basic assignment as a teacher intern.

Procedures for Implementation of the Fiscal Model in Local School Systems

1. Develop and get approval of intern-in-team requests which will be made to the Wisconsin Improvement Program.

2. Determine budget allocations for intern-in-team requests. The cost of each internship assignment in a local school system for 1976-1977 has been established at $2,000. The funds will be distributed as follows:

   $1,700 is for the intern's salary for one semester's teaching experience, which is 40-50 percent, as a fiscal referrent, of a full-time teacher's class load

   $150 is retained by the local school system for local inservice activities

   $150 is paid to the Wisconsin Improvement Program for general inservice activities

   $2,000 total for each intern assignment

3. Await confirmation of assignments of interns from the Wisconsin Improvement Program.

4. Receive readjusted and final confirmation of intern assignments from the Wisconsin Improvement Program.

5. Allocate funds for the assigned interns.

6. Pay $150 per intern to the Wisconsin Improvement Program. Payment may be made from the appropriate fiscal budget:

   Ending June 30
   Beginning July 1
   Ending December 31

Guidelines for Local and General Inservice Program Funds

The following guidelines are offered for the use of local and general inservice funds so that every intern-in-team design can use available resources in the wisest possible method.

Local Inservice Program Funds

1. The local school system retains $150 per intern for unit school inservice development.

2. The use of this fund is determined creatively and uniquely by the principal and team members of the unit school.

3. The way in which these funds are utilized is not subject to approval by the Wisconsin Improvement Program, even though an informational survey may be made to determine how unit schools have spent these funds.

General Inservice Program Funds

1. The local school district pays $150 per intern to the Wisconsin Improvement Program for general inservice efforts.

2. These general inservice efforts, suggested by teachers, principals, administrators, intern supervisors, and professors, are subject to approval by the Wisconsin Improvement Program to achieve overall and common objectives of inservice effort.

3. The general inservice programs extend beyond the individual school and its personnel. These programs can be among schools in a school district, among school districts in a region of the state, or among all regions in the state. Exceptions may be made when there is only one cooperating school in a district.

4. Usually no more than 70 percent of the funds a school district has invested in general inservice monies should be allocated for intra-school projects in one school district. At least 30 percent of a school district's general inservice funds should be encumbered for programs extending beyond the school district.

5. Priority will be given to those general inservice projects which can benefit the largest number of professional staff members.

Programs Meriting Consideration of Funds Retained by Local School Systems

A. Preservice programs from one to three days for cooperating personnel and interns to discuss and develop strategies and curriculum for the upcoming year. Thus a local system with 20 interns in five designs could meet with their respective teams for two days before the normally scheduled school orientation.

B. Bringing in resource people, specialists, and consultants to work with specific teams in curricular and behavioral areas. For example: A social studies team employing the Harvard Project materials may wish to bring in a consultant who has expertise in the materials.

C. Release time for cooperating teachers and interns to attend conferences, institutes, and seminars relevant to their subject areas.

D. Evaluation sessions throughout the semester of intern-in-team designs. Funds could be spent to evaluate components of specific designs, and plans for improvement could be formulated.

E. Development of resident supervisory positions in the local school district to supervise interns placed in the local system.

F. Release time for teachers not involved in intern-in-team designs to work with the team. It may be possible for a biology and chemistry teacher to be invited to participate with a social studies team to lend scientific expertise on an ecology unit.

G. Creative ideas from participating teams and principals in unit schools which relate to their specific situation and needs.

Programs Meriting Consideration of General Inservice Funds

A. Annual summer conferences for new cooperating personnel by all grade levels and all subjects. These conferences would be designed to acquaint new personnel to the teacher internship and aid them in adapting to the responsibilities of working with interns.

B. Conferences for all continuing cooperating personnel every third summer. These conferences would give cooperating personnel an opportunity to discuss and exchange ideas of mutual interest as well as benefit from expertise of a consortium faculty.

C. Special requests for regional, institutional, and/or school district needs. Money could be expended to develop curriculum and other projects relevant to a specific area. For example, institutional and local personnel may want to meet to develop an ecology unit relevant to that area.

D. Arrangements which permit the development of unique projects. Thus, in areas where clusters can be developed, help support a resident supervisor in a Teacher Education Center.

E. A consortium faculty of professors, administrators, teachers, and former interns who would be available to institutions and local schools for expertise in different areas.

F. Workshops and seminars which would benefit cooperating personnel on an intra-school, school district, or regional basis.

G. Teams to identify cooperating teachers and exemplary programs for teacher training.

H. Identification of educators in the field who are the potential educational leaders of tomorrow, and provide them with seminars, special programs, and opportunities.

I. Improved communications among the components of teacher education in Wisconsin.

J. Services of a professional educator for certain purposes for a semester.

K. Administration-teacher-professor exchanges.

L. Other creative requests throughout the consortium.

CHAPTER VI

SPECIAL CONSIDERATIONS

Professional Commitment and Review Procedure

The intern program requires a professional commitment of three parties.

First, the university or college faculty member in charge of the intern program and the professor commit themselves to securing the best professional field experience that can be offered in leading school systems. Simultaneously, the college or university promises to recruit and appoint to the cooperating schools teacher interns who will accept and fulfill the positions which have been especially created for them.

Second, the cooperating school systems make a commitment to the college or university and the teacher intern for the use of their facilities and staff so that the student can experience a realistic professional semester.

Third, the teacher intern makes a dual commitment to the college or university and the cooperating school system. Initially, he commits himself to the actual fulfillment of his intern semester as an obligation both to the college or university which has placed him in a school system and to the school system which anticipates his professional services. Further, the teacher intern commits himself to using the resources of the cooperating school with good judgment and a sense of responsibility.

Thus, the whole is completely dependent on its parts. A firm, professional commitment is required of all if the program is to continue as successfully as it has in the past. If in the cooperating school system the university or college intern experiences personal or professional differences or concerns with this partnership, then it requires that at the earliest possible time all of the partners will contact one another to resolve these differences or concerns.

The procedures can be described as levels of partnership interaction and outlined as follows:

Level 1 -- Intern and Cooperating Teacher

Level 2 -- Intern, Cooperating Teacher, and Principal

Level 3 -- Intern, Cooperating Teacher, Principal, and University or College Supervisor

Level 4 -- Intern, Cooperating Teacher, Principal, University or College Supervisor, and Campus Coordinator

Level 5 -- Intern, Cooperating Teacher, Principal, University or College Supervisor, Campus Coordinator, Superintendent of Schools, and Wisconsin Improvement Program Office Representatives

It is implied that the intern assignment is a bona fide agreement between the college or university, school system, and teacher intern. Termination of assignments can be made through assessment of negative or positive factors related to each situation. It should be recognized that the final decision must be made in the best interests of the total partnership.

It is expected that before any action is taken by any one of the partners to terminate an internship, all levels of interaction will be observed and anecdotal records be kept to insure the verification of perceptions and to insure that the rights of no one within the partnership have been violated.

The Teacher Internship in IGE/MUS-E Schools

The Individually Guided Education/Multi-Unit School-Elementary (IGE/MUS-E) concept provides excellent potential for intern-in-team designs. It also has many complementary components to the instructional program and fills a need for training IGE teachers. The intern-in-team design has already realized many benefits for IGE schools. The unit concept infers differentiated staffing for unit members, so that the job expectations for unit leaders, teachers, interns, student teachers, and aides are differentiated by task.

Many of the institutions in the Wisconsin Improvement Program can provide interns with IGE preparation and experience. We recommend this program to local schools as being effective and complementary to teacher internships and other clinical assignments.

Orientation Conferences for Teacher Internships

The introduction of the intern to the internship assignment in a local school system is facilitated through various conference assignments. The initial information regarding the intern's assignment is given in conference with the university or college supervisor either individually or in groups on campus. The general practice of principals and cooperating teachers meeting the assigned intern before the fall semester either in the local community or on campus is growing and is recommended whenever feasible. The policy of providing formal orientation sessions at the local school prior to the opening of the fall semester for both first and second semester interns is necessary and considered a requirement for all interns. Additional conferences throughout the sequence of the partnership are deemed valuable and necessary. Both semester interns assume a responsibility to attend these conferences.

The Wisconsin Improvement Program office strongly supports the conference concept and provides suggestions and personnel to assist in the orientation of teacher interns to the school systems. The basic nature of these conferences should provide opportunities for all participants to become familiar with instructional procedures, policies, and programs; to be adequately informed about the local school system and the community; to be informed and active in the planning of duties and responsibilities of the internship; and to be insured of strong professional suppport in becoming a participant in the teaching process.

Beginning and Terminating the Internship Semester

It is an existing policy that, whenever possible, the intern will follow the local school system's calendar. The first semester intern should begin and end work according to the local school system's calendar. The second semester intern, however, with rare exception will be available to immediately succeed the first semester intern. It is necessary that the unit principal and the first semester intern reach an agreement whereby the first semester intern would remain in the school until the second semester intern can assume his duties. The second semester intern will be expected to complete the second semester according to the local school system's calendar. Every effort should be made for the second semester intern to succeed the first semester intern at the earliest practical time after the close of the first semester of the college or university. There should be no financial hardship to either intern for the period of transition between semesters.

Contract

It should be noted that Section 118.21 of Chapter 92, Public Laws of Wisconsin of 1967, on teacher contracts has been construed to apply to holders of all types of teaching licenses. School administrators have required intern contracts or formal letters of appointment on the grounds that provisions of insurance policies relating to school employees would presumably be more binding if the intern has a formal appointment to the system. The intern should comply with such requests.

Income Tax Deductions and Social Security Deductions

Interns may be exempt from the federal income tax withholding under certain circumstances. Any employee who incurred no tax liability for 1974 and who expects to incur no tax liability for 1975 may claim exemption from wage withholding. Single persons with income of less than $2,650 and married persons filing jointly with incomes less than $3,400 will not owe any federal income tax for 1975, provided income is from wages.

If the intern is exempt from federal income tax withholding, he should notify his employer who will give him Form W-4E, 1975 Withholding Exemption Certificate. He should fill out Form W-4E and return it to his employer. Intern salaries are subject to state income tax and Social Security deductions.

Retirement Deductions

State Teachers Retirement contributions in Wisconsin are not withheld. This has been established by a statement from the Wisconsin State Teachers Retirement System Office. Teacher retirement deductions may be withheld in Minnesota. However, the intern may apply for a refund at the end of the intern experience, unless he continues to teach in Minnesota.

Unemployment Compensation

Interns in elementary and secondary schools are not eligible for unemployment compensation because that form of teacher employment is excluded by Wisconsin Unemployment Compensation Law, Chapter 108.02(5)(g)21b.

Health Services and Insurance

Neither the University of Wisconsin system nor the Wisconsin Association of Independent Colleges and Universities carries health insurance for interns. Interns and administrators should consider arrangements for health services and insurance. The intern may wish to use student health insurance offered by his college or university or if local school system policy offers membership in their group plan, he may consider this coverage. If a teacher intern becomes seriously ill for a substantially extended period of time or needs hospitalization, the intern's family should be notified. The Wisconsin Improvement Program and the intern's college or university intern coordinator should also be notified.

Physical Examinations

Interns must meet the physical examination requirement established for all licensed school system personnel. It would be helpful to review Public Law Section 118.25 of Chapter 92, Public Laws of Wisconsin of 1967 from the "Laws of Wisconsin Relating to Public Schools." It would be appropriate to inform the intern at an early time after appointment of the procedure required in his assigned school system. The cost of such examination, including x-ray and tuberculin tests, could be paid out of school district funds following local school system policy.

Work Stoppage and the Teacher Intern

When a work stoppage occurs in a cooperating school system where interns are assigned, it is the policy of the Wisconsin Improvement Program that interns be declared non-participants to either party involved. Interns will remain on a standby basis, without pay, during the period of time when schools are closed or during the period of time when schools are declared open without resolve of conflicting issues between the Board of Education and the Local Teacher Association.

This policy is declared, not to favor one side or the other, but to realistically recognize the intern's status as a non-participant in the negotiation process, as a temporary assignee to the school system, and to protect all parties in the intern program from conflict and concern. If this policy is not a recognized condition to either party in a local school system, interns are not to be assigned to said system for their internship.

Liability

To this date there have been no incidents where students have been injured while under the supervision of the teacher intern. There are, however, several legal assumptions that can be stated:

1. Liability may be the responsibility of the teacher intern if he is not within the scope of his duties.

2. Liability may be the responsibility of the regular members of the cooperating school system's professional staff who have agreed to supervise teacher interns with or without increased compensation, or who at the time of the injury are supervising a teacher intern.

3. Liability may be institutional in character in that the responsibility might rest with the local school board which authorized the teacher intern for its system.

To this date there have been no incidents where the intern has been injured in the course and scope of his assignment. While there have been no court cases or official opinions, the Wisconsin Attorney General's office indicated that teacher interns might be considered employees or agents of the local school district because of the apparent employer-employee relationship between supervisor and supervisee for purposes of the Workmen's Compensation Law.

Malpractice Coverage for Interns

All Univeristy of Wisconsin System interns are covered for $2 million personal injury and property damage. The following are some of the areas included in the policy:

** personal injury (includes mental anguish)

** property damage (includes intangible properties, such as defamation of character)

** libel and slander

** wrongful eviction

** wrongful entry

** assault or battery committed for the purpose of preventing injury

** corporal punishment of pupils

** automobile liability coverage in state cars (Student Driver Authorization Forms must be completed for liability coverage by all non-payroll personnel. These forms may be obtained from the local university insurance coordinator.)

Interns from private colleges are not covered under this U.W. System group malpractice coverage. The Wisconsin Association of Independent Colleges and Universities does not have group malpractice coverage for member institutions.

If the school district has secured liability insurance provided for by Wisconsin Statutes of 1967, Section 66.18, it is probable that the activities of teacher interns are covered. Wisconsin Education Association student membership provides $300,000 protection should the intern become involved in a suit resulting from bodily injury or property damage. Attorney fees up to $1,000 and a $250 bail bond will be reimbursed. If interns are permitted to join the American Federation of Teachers Local, they are insured to the extent of $50,000. It is assumed that coverage extends in all states.

Intern Absences

Those teacher interns who are to receive a degree at commencement exercises from their college or university are instructed to request permission in advance to be absent from their duties for that day. Some interns may be seeking teaching positions for the next semester and/or school year and these arrangements are to be made with the principal and cooperating teachers when they need to be absent for interviews. Interns should be informed of local policies on these and other types of absences before they begin their internship.

Interns as Substitute Teachers

The official position of the Wisconsin Improvement Program is that an intern may serve as a substitute teacher for a cooperating teacher for a limited period of time if the superintendent and the principal of the school specifically authorize this and the intern agrees to do so. Under no circumstances will an intern serve as a substitute for other teachers in the school system.

Teacher Intern License

Teacher interns in Wisconsin and Minnesota are licensed by the State Department of Public Instruction in Wisconsin or by the State of Minnesota, Department of Education. The licensing is done through the Wisconsin Improvement Program after appointment to an internship and prior to the commencement of the intern assignment. The license procedure for interns in Illinois has been established as teacher aide certification through local school systems.

The following is an excerpt from Chapter PI 3 of the Wisconsin Administrative Code:

> PI 3.01 (2)(g) - Permits - "A permit to be known as an intern license may be given to a person working in an internship program which is approved by the State Superintendent of Public Instruction. An intern who is paid by a Board of Education must hold such a license. Such license may be issued only to a student recommended by the proper teacher preparing college or university authorities and must hold senior or graduate ranking. A signed request by the administrator of schools of the participating district must be filed as a condition for the issuance of such license."

The following procedure for procurement of intern licenses in Wisconsin and Minnesota has been established (licenses in Iowa are not processed through the Wisconsin Improvement Program at this time. Interns placed in Iowa will be informed by the particular school system as to the license/permit procurement):

1. The Wisconsin Improvement Program provides cooperating colleges and universities with the State of Wisconsin Department of Public Instruction Credential Application forms and the State of Minnesota Department of Education Limited Permit Application forms.

2. These forms are filled out by students who have been appointed to the Teacher Internship Program. The forms together with the license processing fee in the form of a $20 money order or certified check made payable to the State Superintendent of Public Instruction (for Minnesota a $10 money order or certified check made payable to the Commissioner of Education) are returned to the appropriate cooperating college or university intern coordinator.

3. Cooperating colleges or universities forward the completed credential applications with the institutional endorsement/signature and money orders to the Wisconsin Improvement Program by July 15.

4. Meanwhile, the Wisconsin Improvement Program sends the Wisconsin school superintendents two copies of the intern assignments, one of which bears an authorization form to be signed and returned to the Wisconsin Improvement Program office. Through an agreement with the State Department of Public Instruction, this procedure was developed to fulfill the state requirement that a superintendent of schools have a written request on file at the Department of Public Instruction for each intern on his staff. To date, the Wisconsin Improvement Program forwards the permit applications for Minnesota interns to the appropriate school superintendent for his signature. After signing, superintendents return the completed applications to the Wisconsin Improvement Program.

5. The Wisconsin Improvement Program forwards the applications, intern authorization sheets (for Wisconsin), and the $20 license application fees to the Wisconsin State Department of Public Instruction and the $10 limited permit application fees to the Minnesota Department of Education.

6. The Wisconsin State Department of Public Instruction and the Minnesota Department of Education send the intern licenses/permits to the superintendent of the school system to which the intern has been assigned.

7. In accordance with local regulations, the licenses/permits are either distributed to the interns or maintained in the personnel files of the local school system.

Professional Organizations for the Intern

As regularly enrolled students in a school or department of education, teacher interns are eligible for membership as student members in the National Education Association (NEA) and the Wisconsin Education Association (WEA). If enrolled as such, they are members of the Student National Education Association (SNEA) and Student Wisconsin Education Association. Membership privileges include receipt of NEA and WEA publications, eligibility to attend WEA conventions, and liability insurance. Membership information can be secured by writing to the Wisconsin Education Association, 4th floor, 222 West Washington Avenue, Madison, Wisconsin, 53703, or by contacting your local SNEA campus representative.

Teacher interns, at the discretion of the Local, are eligible for membership in the American Federation of Teachers (AFT), AFL-CIO. Membership privileges include receipt of AFT publications and liability insurance. There are no student memberships in this organization. Membership information can be secured from the Local representative in the town in which the intern is teaching.

Reporting Interns on North Central Association and State Department of Public Instruction Forms

Teacher interns may be listed on North Central Association report forms along with regular staff members, but with "Teacher Intern--Wisconsin Improvement Program" in parentheses after their names. Such designation will explain the fractional teaching loads and salaries reported for them. Interns should not, however, be reported in "Total" figures since they are not counted by the State Department of Public Instruction on their forms as staff members for reporting purposes.

Responsibilities of Local School Systems Participating in the Program

Local school systems which become participants in the Teacher Internship Program assume these obligations:

1. Provision of instructional and administrative structures within which internship teams can function.

2. Commitment of staff personnel who are to be involved in internship teams to cooperatively design team structures and to plan for their implementation during the ensuing year.

3. Making budgetary provisions for implementing the Wisconsin Improvement Program fiscal model.

The University's Obligations

The university and cooperating institutions assume responsibility for:

1. Recruitment, appointment, and assignment of teacher interns. Appointments of specific interns to specific placements may, if the local system wishes, be contingent upon its concurrence in intern assignments.

2. Provision of the necessary academic and professional coursework prerequisite to assignment as a teacher intern.

3. Arrangement for a college or university supervisor to serve the partnership by assisting the personnel of the local system in developing and evaluating intern-in-team designs. The supervisor makes periodic visits to the school each semester. Following these visits, consultations are held with the intern and cooperating teacher concerning the intern's progress in the planning, execution, and evaluation of instruction.

4. Possible arrangement for appointment of a local system staff member as resident supervisor where the number of interns warrants such appointment. Payment of the salary of the resident supervisor would be shared proportionately by the university and local system in such cases.

5. Planning for and administration of clinics, seminars, and conferences on teacher internship. Participants would be cooperating teachers and administrators, teacher education personnel, new and experienced interns, and such outside resource personnel as are considered appropriate to the objectives of the workshops. Specifically, purposes of workshops would be:

    a. to study intern-in-team structures and operational procedures;

    b. to investigate problems of preparing interns within the structure of the team; and

    c. to make available expert consultant service and practical demonstrations to assist in planning the local system's operation of the intern-in-team program.

Strengths of the Teacher Internship Program

From the point of view of the local school system, there are several benefits to be derived from participation in the program.

1. It offers an opportunity to participate as full partners with the university and cooperating institutions in the training of teachers. It strengthens the bond of responsibility between the training institutions and local school system.

2. The Teacher Internship Program permits the redeployment of professional personnel. This in turn permits the trial of new or fresh approaches to the instruction which may not be feasible under single-teacher classroom arrangements.

3. Proper utilization of interns can result in avoidance of assigning part-time or unqualified instructional personnel to absorb partial class overload, or in the prevention of overloading of present staff.

4. Staff members in participating systems, both those directly involved and those observing the program, may be stimulated to try new content and/or methods as a result of their contact with staff and teacher interns.

5. The staff and administration can observe interns at length to evaluate their desirability as future staff members.

6. It can upgrade a school's curriculum with the local inservice funds from the fiscal model and can share in the benefits of the general inservice sessions, which the local school district may suggest to the Wisconsin Improvement Program.

From the point of view of the cooperating teachers, there are also some advantages.

1. The Teacher Internship Program provides an opportunity for them to serve as partners with university personnel in the training of future colleagues.

2. Team participation provides schedule adjustments permitting more time, in most cases, for planning and preparation for superior classroom instruction.

3. Professional service on the teacher-intern team provides for new ideas from the intern.

4. Participation in local inservice and general inservice programs funded by the Wisconsin Improvement Program fiscal model provides an opportunity for professional development.

From the point of view of the intern, the Teacher Internship Program has several distinct strengths.

1. He has an opportunity to be assigned to and involved with highly competent team members and a total school staff on a professional basis.

2. He has an opportunity to obtain a superior type of practical experience due to longer residence in the community and school system.

3. The internship offers an opportunity to participate in a broader range of school activities.

4. The intern may complete the Master's Degree and have a more adequate background of preparation for the teaching profession through the internship experience.

5. The internship offers substantial financial support via the intern salary, and tuition scholarships in those cases where the student is eligible to be a recipient of such award.

6. The internship offers local inservice and general inservice programs funded by the Wisconsin Improvement Program fiscal model.

The teacher internship provides: 1) opportunity for students to have greater involvement in teaching, 2) provision for gradual induction into full-time responsibilities, 3) successful integration of theory and practice, 4) provision for shared supervision of interns, 5) creation of expertly prepared prospective teachers, 6) financial support received by the intern, and 7) benefits that accrue to local districts and teacher education institutions through the fiscal model of local and general inservice funding.

The Wisconsin Improvement Program believes it is imperative that professional abilities be developed as effectively and efficiently as possible. It has long been recognized that the source of clinical training expertise resides within the experienced teacher's classroom. The tapping of this expertise has proven to be a highly successful approach in helping the novice learn how to teach, while at the same time affording the classroom teacher an opportunity to grow professionally.

The philosophy of the Wisconsin Improvement Program's teacher internship encourages and supports the qualitative selection of cooperating teachers for the various designs through professional, administrative, and teacher judgment, which yields a pool of highly-qualified, experienced teachers.

The Wisconsin Improvement Program believes that contentment with past successes should not preclude further concern for the interest in developing new modes of teaching and learning. It will continue to chart its course in pursuit of dynamic renewal for the improvement of teacher education. The efforts to provide more opportunities for professional interchange will be strengthened to promote a better understanding of the potentials of the teacher internship. Continuing and expanding support for the internship from universities and local school districts and teachers is of prime importance and is now partially realized.

The internship has fostered a partnership--a team which is able to respond to demands for meaningful teacher education that blends theory and practice. The internship idea will endure if its potential is recognized and fully supported by all levels of education.

MATERIALS AVAILABLE FROM THE WISCONSIN IMPROVEMENT PROGRAM

1. Guidelines
2. Intern Request Forms
3. Information on Intern-In-Team Designs
4. Records and Information on School Systems and Personnel
5. Newsletters
6. Research Studies on General and Local Inservice Activities and on the Teacher Internship Program
7. Self-Assessment Instruments for Interns

SERVICES AVAILABLE FROM THE WISCONSIN IMPROVEMENT PROGRAM

1. Coordination and Administration of the Program
2. Securing Consultant Services
3. Interpretation of Policies and Programs
4. Administrative and Operational Services
5. Communications and Disseminations

The above materials, services, and information may be obtained by contacting:

James C. Stoltenberg, Executive Secretary
Wisconsin Improvement Program
109 Education Building
The University of Wisconsin
Madison, Wisconsin 53706
608: 262-9934

CHAPTER VII

SPECIAL DEVELOPMENTAL PROGRAMS

Three special developmental programs are in the process of being expanded through the Wisconsin Improvement Program. These are:

1. The Graduate Counselor-Guidance Internship at U.W.--Madison.

2. The Graduate Learning Disabilities (LD) Residency at U.W.--Whitewater, U.W.--Madison, and at Cardinal Stritch College.

3. The Graduate Middle School Residency.

All three programs are in different stages of development, and a brief outline of current status for each program is given below.

Graduate Counselor-Guidance Internship

The Counselor-Guidance Intern Program is designed to provide on-the-job supervised experience for counselors (in preparation) who have completed a relevant undergraduate degree and one year of graduate study in counselor education at the University of Wisconsin. The candidate is enrolled in foundation studies and graduate coursework. These are integrated with supervised practice in laboratory experiences.

As a result of screening and selective retention procedures, the candidate moves beyond this basic experience into the supervised practicum in counseling and guidance. The practicum is focused on intensive development of counseling and guidance competencies under close supervision by university staff as well as by professional personnel in the field agency or institution where the candidate is placed.

This full-year internship is the terminal phase of the two-year Master of Science Degree program. It is a position maintained by an employing unit which provides the candidate with full-time experience for an academic year. The scope of the experience is inclusive of the complete position description for a comparable fully-qualified employee of the hiring institution.

Interns who wish to be licensed as school counselors in Wisconsin must complete their internships satisfactorily in school settings which have been approved by the Wisconsin State Department of Public Instruction for that purpose. The responsibilities of the internship institution include:

* To provide a budgeted position under the internship category, the rate of pay to be negotiated with the University of Wisconsin. The current standard is $5,000 salary and $200 for local inservice and $200 for general inservice for a total of $5,400. This relates to about 60 percent of a full-time position.

* To provide field supervision by a certified school counselor. This counselor need not be in the same school, but must be qualified by Department of Public Instruction standards for school counseling and be available to the intern for supervision at least two hours each week.

* To provide adequate facilities and secretarial service for the intern. Specifically, the intern must have suitable office space, access to telephone, and secretarial service.

* To provide an initial counselor-pupil ratio not greater than 1:250.

* To release the intern for one or two days each month to attend on-campus training sessions in Madison.

School systems which desire to become involved in this internship program must apply to the Wisconsin Improvement Program, 109 Education Building, University of Wisconsin, Madison, Wisconsin, 53706. Application forms are available from this office, and upon receipt of the completed application form, processing and identification of qualified intern applicants will begin.

The Residency Concept

The Task Force on Teacher Education of the Wisconsin Improvement Program was appointed in 1971 to develop potential future directions for teacher education. The concept of the teacher residency was proposed in the report of this task force, and this concept is being developed by the Wisconsin Improvement Program.

The residency is the capstone experience in the teacher education program. This phase is preceded by a preclinical program and a clinical program. The preclinical program involves:

* an early identification of teacher education students through more selective criteria

* orientation sessions on clinical experience requirements

* in-school and community experiences

* demonstration of adequate basic skills, such as reading, speaking, writing

* added study and experiences for each student as needed to meet identified competency levels

* extensive contact with young people in formal and informal settings through a humanistic approach

* continuous evaluation of each student so that students can develop an educational philosophy and the ability to diagnose educational situations and pupil needs

* academic and professional coursework related to experiences prior to clinical assignment

* emphasis on improved instruction in general education and teaching subject courses. The completion of the above phase leads to the clinical sequence of student teaching or internship followed by the residency.

The first clinical program consists of student teaching or the internship. Classroom responsibilities are assumed by the teacher education student under the guidance of selected practitioners in a team setting. The student, with the team, plans, directs, assumes, and evaluates learning activities so there is a continuous understanding of the relationship between theory and practice. The school and college staff is teamed for on-site instruction of methods courses and for more comprehensive supervision of teacher education students. Special emphasis is given to advanced behavioral sciences correlated with the teaching subject area. Students are given opportunities to learn and practice self-renewal techniques during the clinical experience.

In this clinical experience, a minimum competence level is achieved in the teaching subject area. If this competence is not achieved, the clinical experience is repeated. A one-year provisional certificate is granted on the completion of a satisfactory level of program requirements. There is joint evaluation and recommendation for this provisional certificate by a school-college team working with each teacher education student. This makes one eligible for the residency.

The graduate residency is a one-year planned professional teaching experience. It includes less than a full work load and is teamed with selected professional practitioners. The resident has had preclinical training and a clinical experience involving student teaching or an internship as described. The resident is assigned from 50-60 percent of a regular beginning teacher's load in this pilot stage. The residency concept, approved by the local school system and the university involved with the Wisconsin Improvement Program, is designed to include varied and indepth instruction, preparation time, independent study, analytic conferences, and seminars based on flexibility for programmed learning experiences. It is proposed that the residency be considered a graduate program of 12 credits per year which may be applied to a Master's or Specialist Program at the sponsoring institution.

One proposal for the resident's compensation allocation is related to the staffing factor. It is recommended that this compensation be approximately 60 percent of a beginning teacher's salary. It is also basic to the fiscal model to encumber both local and general inservice funds for the support of the program.

Evaluation of the resident is based on performance criteria established by the resident and the evaluation team, consisting of the principal, teachers, and the supervisor. Recommendation for certification is based on joint evaluation by the cooperating teachers, principal, and the college supervisor. A resident not approved for certification is eligible to apply for a second residency.

The modifications and changes in programs can do much to strengthen the professional cooperation between schools and universities and to benefit teacher education in Wisconsin. One existing residency program, and one proposed residency program, are outlined below.

The Learning Disabilities Residency

The first Learning Disabilities (LD) Residency Program was sponsored jointly by the Wisconsin Improvement Program and the Department of Special Education, University of Wisconsin--Whitewater. The program came as a result of the increased demands for LD teachers caused by the impact of Chapter 89. The LD residency was devised as a pilot program to train "inexperienced" teachers (less than two years experience) to become LD teachers. A resident's Bachelor's Degree would be in Communicative Disorders, Special Education, or Elementary Education.

The program begins with summer coursework including nine additional credits in Learning Disabilities which will be cumulative to provide sufficient coursework to make participants eligible for a one-year temporary LD license. After the summer coursework these candidates will complete a full year of residence in a public school under the supervision of a certified and experienced LD teacher and a university supervisor. The residency will provide a systematic base of experiences to complement the basic coursework through valuable "on-the-job" activities.

The resident will be appointed to the school district staff at an annual salary of $5,000. In addition to this amount, $400 for inservice support must also be provided. The local district keeps $200 for local programs, and the other $200 is sent to the Wisconsin Improvement Program for use in general inservice projects. Each residency will assume a staffing factor of between 60 percent and 70 percent which implies flexibility for teaching, planning, preparation, observation, and evaluation.

The residency approach is an experimental alternative for graduate work and LD certificates. It is anticipated that a year of largely structural training activities, experiences with children, and cooperative activities with a certified LD teacher or teachers should provide a qualitative alternative to current programs.

The U.W.--Madison campus and Cardinal Stritch College programs are currently being developed on a similar model.

The LD Residency Program also qualifies for state aid reimbursement at the 70 percent level to local school systems through agreement with the State Department of Public Instruction.

Middle School Residency

The middle school residency proposal by the Wisconsin Improvement Program involves a planned professional teaching experience for one year. The resident is staffed with less than a full load and is teamed with selected professional practitioners. The resident has had preclinical training and a clinical experience involving student teaching or an internship at either the elementary or secondary level. The resident is assigned from 50 to 60 percent of a regular beginning teacher's load. The residency concept, approved by the local school system and the university, is designed to include varied and indepth instruction, preparation time, independent study, analytic conferences, and seminars based on flexibility for programmed learning experiences. The residency could be considered as applicable as a graduate program at the sponsoring institution.

The fiscal model for the middle school residency would be exactly the same as the model described for the special LD residency. The resident receives $5,000 in salary, $200 is encumbered for local inservice activities in the team, and $200 is paid to the Wisconsin Improvement Program for general inservice activities.

Evaluation of the resident is based on performance criteria established by the resident and the evaluation team, consisting of the principal, cooperating teachers, and university supervisor. Recommendation for certification is based on joint evaluation by the cooperating teachers, principal, and college supervisor. A resident not approved for certification is eligible to apply for a second residency.

The purpose of the proposed middle school residency program is a response to the need for a closer look at certification standards, especially at the middle school. Past work in the area of middle school certification has often shown the need for a better and more frequent clinical experience for these teachers. The residency is one possible answer to that need.